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ABSTRACT

The report describes the Education Professions Development Act (EPDA) graduate program in leadership development for vocational educators at the University of Illinois for the period of June, 1970 to May, 1973. The basic core course requirements are described and a sample doctoral program is outlined. A table presents a list of courses successfully completed in the program and the number of participants completing them. A listing of the types of involvements engaged in by the EPDA fellows as field experiences or internship activities also appears, as well as a general discussion of the methods used to evaluate the program participants. Information on each of the 20 fellows is provided concerning specialization field, former employment, thesis title, special internship activities, and employment following completion of the program. (NJ)

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EPDA PROGRAM - FINAL REPORT

September 30, 1973

EPDA Leadership Development Project

OEG-0-70-1950(725)

JUNE 1970 – MAY 1973

Vocational and Technical Education Department
University of Illinois
Urbana, Illinois

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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FINAL REPORT

Vocational and Technical Education Leadership Development Project

Grant Number: OEG-0-70-1950 (725)
(June 1970 - May 1973)

Submitted
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INTRODUCTION

Leadership development at the graduate level for vocational and technical education has long been a major thrust of the Department of Vocational and Technical Education at the University of Illinois. Involvement in the EPDA Leadership Development Program (Section 552, Part F, Education Professions Development Act) provided the Department with the Opportunity to broaden and strengthen its graduate programs in leadership development. The past three years have been pleasurable years of challenge and change.

In 1970, the Department of Vocational and Technical Education faculty arose to the challenge of providing leadership training for fourteen EPDA Fellows having widely divergent backgrounds and interests. The Fellows came from eleven different states and represented five different areas of interest within vocational and technical education. They were previously teachers, administrators, college professors, nurses and engineers. Their common goal was to increase their knowledge and improve their skills in vocational and technical education and to ultimately make a significant professional contribution to their areas of specialization.

The challenge presented by the fellows catalyzed greater student-faculty interaction and fostered an exciting educational experience for the faculty members as well as the students.

The Leadership Development Program either stimulated or contributed to the rationale for several Departmental changes which have occurred since 1970. These changes included revision of courses to be taught "across the board" in all vocational areas and the creation of three new faculty positions in career education and health occupations education. Increased interaction among

divisions within the Department also grew out of involvement in the EPDA program.

In the future, the Department of Vocational and Technical Education at the University of Illinois at Urbana-Champaign will continue to respond to changing times in order to serve as a continual force in promoting the quality of leadership which was envisioned in the Education Professions Development Act.

--Lloyd J. Phipps
Project Director

I

PROGRAM OBJECTIVES

The objectives of the EPDA Leadership Development Program at the University of Illinois were many faceted and broadly defined in order to provide for meeting the varied needs and interests of the participants. While some participants pursued certain objectives, others followed different goals. The objectives were written in terms of abilities to be acquired by potential leaders in vocational and technical education. More specifically, they were to develop within the participants one or more of the following abilities:

1. to organize and implement occupational education programs to serve society and the manpower needs of society;
2. to develop effective programs for students with special needs, such as the socio-economic disadvantaged and the handicapped;
3. to provide leadership in vocational and technical education for self-renewal;
4. to implement effective programs of vocational guidance and counseling;
5. to work effectively with persons outside of vocational and technical education in promoting relevant occupational education, such as lay citizens, members of state legislature, school board members, school administrators, teachers of academic subjects, members of labor unions, and executives and middle-management personnel of business and industry;
6. to conduct the research necessary to implement effective occupational education and the ability to be an effective consumer of the research efforts of others;

7. to educate others for leadership roles in vocational and technical education;

8. to organize and implement effective in-service education for vocational and technical education personnel;

9. to evaluate progress and results of vocational and technical education programs;

10. to organize and implement effective adult programs of vocational and technical education; and

11. to organize and implement effective vocational and technical education in community colleges and area schools, including the development of community college leaders.

II

PROGRAM STRATEGIES AND ACTIVITIES

To facilitate the accomplishment of the stated objectives and to enable the participants to achieve their personal goals, each one was assigned an academic advisor with whom he planned an individualized program of study. The programs included various combinations of courses, research experiences, internships or practical field experiences, and seminars that were selected dependent upon past experiences and present competencies.

Course Work

Most of the fellows were expected to enroll in six to eight of the following vocational and technical courses, depending upon their backgrounds:

VOTEC 349: Special Study and Investigation in Vocational and Technical Education. A course to offer opportunity for an individual to study, on or off campus, selected problems, trends, and new developments; or to conduct specialized technological investigations for the improvement of instructional programs in areas related to vocational and technical education.

VOTEC 381: Principles of Vocational Education. Study of basic concepts and practices of modern vocational education.

VOTEC 382: Cooperative Vocational and Technical Education Programs. This course is designed to provide the specific professional background required of teachers, coordinators and administrators who organize and conduct public school programs utilizing community resources and experiences. The course includes the background, philosophy, organization, and administration of cooperative education.

VOTEC 387: Training Programs in Industry. A study of the organization, instruction, supervision, and evaluation of training programs conducted within industry and their relationships to other educational agencies.

VOTEC 442: Junior College. The place of the junior college in the modern program of public education; social, economic, and other changes responsible for development of post-secondary education as found in junior colleges, area vocational schools, and technical institutes.

VOTEC 445: Investment in Human Resources. Same as Labor and Industrial Relations 445. Activities which influence future monetary and psychic income by improving the resources in people. The investments covered include schooling, on-the-job training, medical care, migration, and the search for information on prices and incomes, with main emphasis on education.

VOTEC 449: Independent Study. To offer opportunity and challenge of self-directive, independent study, i.e., to develop the individual's ability as an independent student; to enable the student to pursue needed study in a field in which appropriate courses are not being offered during a given semester.

VOTEC 451: Supervision in Education. The theory, principles, and techniques of pre-service and in-service training of teachers of vocational and technical education; organization, administration, evaluation, and possible future improvement of existing programs. Class visitation and other techniques practiced; supervisory materials prepared.

VOTEC 456: Problems and Trends in Specialized Fields of Vocational and Technical Education. This course introduces the student to significant problems, points of view, and trends in the fields concerned.

Significant research relating to organization, content, and techniques in the fields in question is explored. Students are encouraged to make special studies in approved areas.

VOTEC 459: Workshop in Curriculum Development. Curriculum development projects in the specialized fields of vocational and technical education.

VOTEC 471: Policy and Program Development for Vocational and Technical Education. Local, state, and national policies for vocational and technical education; organizing for policy-making; developing desirable policies and programs.

VOTEC 476: Guidance in Vocational, Technical, and Practical Arts Education. The guidance function of a vocational or technical teacher, identifying and selecting students for vocational and technical programs, determining manpower and job requirements, providing occupational information, placing graduates, counseling parents, students, foremen, advisory committee members, union members, and employers, and conducting follow-up studies.

VOTEC 481: History and Basic Concepts of Vocational Education. A course in the historical development of modern vocational education, the educational theories underlying its development, and the educational concepts upon which present programs and procedures are based.

VOTEC 482: Research Studies in Vocational and Technical Education. Study and evaluation of examples of research in this field; a consideration of the research needed to solve present problems. Each student proposes and completes a brief research project, or plans in detail a major research project to be completed later.

VOTEC 487: Seminar in Vocational, Technical, and Practical Arts Education. Overview and interpretation of social, economic, and technological trends which have relevance to the problem of developing new programs in the vocational, technical, and practical arts areas; analysis and evaluation of innovations in the field; current issues and problems.

VOTEC 489: Administration and Supervision of Vocational and Technical Education. Problems and approved practices in the administration and supervision of programs of vocational, technical, and practical arts education in secondary schools, junior colleges, and technical institutes.

VOTEC 490: Seminar for Advanced Students of Education. Seminar in vocational and technical education open only to persons who have been admitted for doctoral study in vocational and technical education.

VOTEC 491: Field Study and Thesis Seminar. Usually required of candidates for the Doctor of Education degree. The purpose of the seminar is to assist doctoral candidates in planning field studies and thesis problems. Each student is expected to present his study at each of four stages in its development: (1) the inception, delimitation, tentative design stage; (2) the proposed design stage; (3) the revised design stage; (4) the final design stage. Students are expected to analyze critically all presentations.

VOTEC 499: Thesis Research. Individual direction of research and thesis writing.

In addition, most EPDA Fellows were expected to take, and did enroll in, one or more courses in each of the several areas of study listed below which

are related to vocational and technical education.

1. Labor and industrial relations
2. Higher education
3. Research methodology and statistics
4. Social foundations
5. History and philosophy of eduction
6. Adult education
7. Social psychology
8. Psychology of Adolescents
9. Mental hygiene
10. Economics
11. Government and public affairs
12. Anthropology

Sample program for doctoral candidate:

Since the program of courses taken by an EPDA Fellow was dependent on his previous course work and his experiential background, a typical program is difficult to define A sample program could be defined as follows:

Summer 1970

VOTEC 489 Organization and Administration of Vocational and Technical Education

ED PSYCH 311 Mental Hygiene. Required if equivalent course not taken at master's level.

ED PSYCH 312 Psychology of Teaching. Required if equivalent course not taken at master's level.

Elective course in VOTEC or in related discipline.

Field experiences or internship.

1st Semester 1970-71

VOTEC 471 Policy Making and Program Development.

HP ED 304 Social Foundations. Required if equivalent course not taken at master's level.

HP ED 305 History of Educational Ideas. Required if equivalent course not taken at master's level.

VOTEC 481 History and Basic Concepts of Vocational Education.

Elective such as Economics, Government and Public Affairs, Sociology, etc.

Field experiences or internship.

2nd Semester 1970-71

VOTEC 476 Guidance in Vocational and Technical Education.

ED PSYCH 413 Social Psychology.

ED PSYCH 390 Statistics.

Elective in related discipline or in VOTEC.

Field experiences or internship.

Summer 1971

VOTEC 459 Curriculum Development.

ED PSYCH 496 Advanced Statistics.

Field experiences or internship.

1st Semester 1971-72

VOTEC 482 Research Studies in Vocational and Technical Education.

VOTEC 449 Independent Study (could be practicum or field experience).

ED PSYCH 415 Seminar in Educational Psychology.

HP ED 410 Seminar in Philosophy or in Education.

Field experiences or internship.

2nd Semester 1971-72

VOTEC 490 Seminar. 2 units.

VOTEC 449 Independent Study. 1 unit (could be practicum or field experience).

Elective in a related discipline or VOTEC 499. Thesis. 1 unit.

Field experiences or internship.

Summer 1972 (if needed)

VOTEC 499 Thesis. 0-2 units.

Practicum and field experiences or internship.

1st Semester 1972-73 (if needed)

VOTEC 499 Thesis. 0-4 units.

Practicum and field experiences or internship.

2nd Semester 1972-73 (if needed)

VOTEC 499 Thesis. 0-4 units.

Practicum and field experiences or internship.

TABLE 1

COURSES THAT WERE SUCCESSFULLY COMPLETED BY THE EPDA FELLOWS

Course Number	Course Title	Number of Fellows Completing the Course
VOTEC 349	Special Study & Investigation in Vocational and Technical Education	11
VOTEC 382	Cooperative Vocational and Technical Education Programs	1
VOTEC 387	Training Programs in Industry	1
VOTEC 442	Junior College	5
VOTEC 448	Continuing Education	2
VOTEC 449	Independent Study	19
VOTEC 450	Evaluation in Home Economics Education	1
VOTEC 451	Directing Personnel Development in Vocational, Technical, and Practical Arts Education	18
VOTEC 456	Problems and Trends in Specialized Fields of Vocational and Technical Education	11
VOTEC 459	Workshop in Curriculum Development	2
VOTEC 471	Policy and Program Development in Vocational, Technical, and Practical Arts Education	17

TABLE 1 (Cont'd)

Course Number	Course Title	Number of Fellows Completing the Course
VOTEC 473	Vocational Education in Agriculture for Adults	1
VOTEC 474	Supervised Agriculture Experience in Agricultural Occupations Programs	1
VOTEC 476	Guidance in Vocational, Technical, and Practical Arts Education	17
VOTEC 482	Research Studies in Vocational and Technical Education	17
VOTEC 488	Curriculum Problems and Trends in Industrial Education	2
VOTEC 489	Administration of Vocational and Technical Education	12
VOTEC 490	Seminar for Advanced Studies of Education	18
VOTEC 491	Field Study and Thesis Seminar	17
VOTEC 499	Thesis Research	18
HP ED 301	Philosophy of Education	1
HP ED 304	Social Foundations of Education	11
HP ED 305	History of Educational Ideas	11
HP ED 490	Seminar for Advanced Students of Education	1
HP ED 410	Seminar in Theories of Educational and Social Change	12
HI ED 479	Organization and Control of Higher Education	2
ED PSYCH 311	Psychology of Learning for Teachers	14

TABLE 1 (Cont'd)

Course Number	Course Title	Number of Fellows Completing the Course
ED PSYCH 312	Mental Hygiene and the School	14
ED PSYCH 387	Computer Use in Education	2
ED PSYCH 390	Elements of Educational Statistics	18
ED PSYCH 392	Introduction to the Principles of Measurement	3
ED PSYCH 411	Psychology of Adolescence for Teachers	11
ED PSYCH 412	Advanced Child Development for Students of Education	1
ED PSYCH 413	Social Psychology and the Problems of Education	3
ED PSYCH 414	Psychology of College Teaching	1
ED PSYCH 415	Psychological Theories Applied to Education	10
ED PSYCH 490	Seminar for Advanced Students of Education	5
ED PSYCH 496	Statistical Methods in Education	17
ED PSYCH 498	Theory of Educational Evaluation	6
ED ADM 430	Elementary School Organization and Administration	2
ED ADM 438	Instructional Supervision	1
ED ADM 460	Public Control and Administration of Education	3
ED ADM 461	Administration of Educational Programs and Personnel	2

TABLE 1 (Cont'd)

Course Number	Course Title	Number of Fellows Completing the Course
ED ADM 462	Organization and Business Administration of Public Education	1
ED ADM 463	Role of Administrative Leadership	3
ED ADM 464	Field Problems in Educational Administration	7
ED ADM 466	Public School Finance	1
ED ADM 469	Legal Basis of School Administration	3
AG EC 325	Advanced Farm Management	1
AGRON 303	Soil Fertility and Fertilizers	1
AGRON 322	Forage Crops and Pastures	1
D SCI 334	Marketing Dairy Products	1
HORT-335	Economics of Food Distribution	1
LIR 318	Industry and Society	2
LIR 418	Seminar in Industrial and Economic Sociology	1
LIR 445	Investment in Human Resources	1
SOC 340	Social Movements	1

Internship Activities and Field Experiences

Each EPDA Fellow was required to maintain a minimum of ten hours per week of internship activities or field experiences. The activities and experiences each fellow received was varied depending upon his previous experiences, competencies, interests, and career objectives.

The objectives of the field experience program were to provide a "breadth" of experiences that were integrated, to the extent possible, with the content being taught in courses, seminars and workshops in which the fellows were participating.

The general types of involvements that were used as field experiences or internship activities included the following:

1. Collected and analyzed data for ongoing research projects being conducted by various professors in vocational and technical education.
2. Participated in ongoing in-service teacher education activities of the Department of Vocational and Technical Education.
3. Worked as an intern in the Illinois Division of Vocational and Technical Education.
4. Worked as an intern at Parkland Community College, Champaign, Illinois.
5. Participated in the on-campus instructional program of the Department of Vocational and Technical Education.
6. Worked as a graduate assistant in the Department of Vocational and Technical Education.
7. Participated in microteaching activities of the Department and the College of Education.

8. Participated in organization and conduct of conferences sponsored by the Department.
9. Participated in simulation activities.
10. Participated in team teaching.
11. Participated in video-tape analysis.
12. Worked with groups in industry, business and agriculture.
13. Served as consultants to citizen advisory committees through the Vocational and Technical Education Department's Laboratory on Rurban Educational Development.
14. Participated in dialogues with policy makers.
15. Assisted in developing occupational programs in cooperation with area vocational schools, and community colleges.
16. Worked with secondary schools in planning short- and long-term programs of occupational education.
17. Worked with secondary schools in developing local plans for vocational education.
18. Assisted in teaching, and developing instructional materials and programs for pupils with special needs, disadvantaged and handicapped.
19. Assisted businesses, agricultural organizations and industries to participate in vocational and technical education.
20. Assisted in providing placement services for students of vocational and technical education.
21. Assisted in articulation between community and senior colleges.
22. Participated in tours of area vocational-technical schools, state junior or community colleges, and public schools.

23. Participated in search committee for recruitment of new vocational and technical education staff.

24. Participated in state and local long-range planning of vocational and technical education.

25. Served as administrative intern for the Department chairman, and a local community college dean.

The practicum and field experiences were provided throughout the program and were administered by the director of the EPDA program. The direct supervision of the experiences was provided by the full-time staff in the Department of Vocational and Technical Education. Field experiences were provided each semester as well as during summer terms.

Participants were evaluated in many ways, but a primary way was in terms of specific changes in behavior and attitudes during field experience situations.

More specific exemplary experiences gained by the EPDA Fellows are listed for each fellow under the "Participants" section of this report.

To promote their professional development, the EPDA Fellows were encouraged to attend various local, state, and national conventions. Most fellows attended one or more of the following conventions or conferences:

American Association of Colleges for Teacher Education Convention

American Vocational Association Convention

Illinois Association of School Boards Convention

Illinois Association of School Nurses Convention

Illinois-Indiana Teacher Education Conference

Illinois Vocational Association Convention

Industrial Education Articulation Conference

National Business Education Association Convention

Statewide Conservation Education Conference

The institutions and organizations listed below provided situations for EPDA Fellows to gain field experiences or to serve internships:

Division of Vocational and Technical Education, Springfield

Illinois State Penal System

Joliet Junior College, Joliet

Lakeland Junior College, Mattoon

Malcolm X Junior College, Chicago

Market Communications, Woodstock

Parkland Junior College, Champaign

Within the structure of the University of Illinois, several offices or organizations also provided internship activities or field experiences for the EPDA Fellows. These were:

Bureau of Educational Research

Department of Vocational and Technical Education

Office of the President, University of Illinois

Placement Office

Rurban Educational Development Laboratory

University YMCA

Vocational Topic Masters

When the EPDA Fellows arrived on campus in 1970, they discovered that they came from all parts of the nation; from as far west as California, as far east as Vermont, as far south as Florida, and as far north as Minnesota. All of them came to the University of Illinois for one common purpose, to

learn to develop their leadership skills as vocational educators.

After the group met two or three times, they realized that the term vocational and technical education had many meanings, and each EPDA Fellow emphasized a different one.

In attempting to find a way that all EPDA Fellows could communicate and share their thoughts and concerns about vocational and technical education, they initiated the idea of "topic masters." This was an organization that met bi-monthly during lunch hour and included all interested vocational and technical education faculty and students. Each meeting was chaired by an EPDA Fellow who selected a topic which he thought was important to the group.

For some of the EPDA Fellows, working with the State Division of Vocational Education was a very important emphasis in vocational education. Consequently, very often state department personnel were asked to present topics on subjects such as the statewide evaluation of vocational and technical education and vocational education and projections in state funding.

Some of the EPDA Fellows thought that school administration and school curriculum development were of vital importance. A faculty member in the Department of Vocational and Technical Education presented a topic on manpower development in developing countries.

Students in vocational education presented topics on problems and concerns in vocational and technical education.

The following is a sample list of topics which were presented at Vocational Topic Masters meetings:

1. Manpower Development in a Developing Country.
2. Educating the Disadvantaged.
3. Vocational-Technical Education and the Junior College.
4. Future Directions for AVA.

5. Overview of the Industrial Arts Curriculum Project.
6. Assessment of the Usefulness of Available Data for Evaluating the Responsiveness of Illinois Public Vocational Education Programs.
7. Elementary Curriculum and the World of Work.
8. Vocational Education: A National Perspective.
9. Evaluation of Vocational-Technical Education Programs.
10. Illinois and National Labor Needs.

III

PROGRAM EVALUATION

In light of critical shortages of vocational and technical education personnel, the Education Professions Development Act was funded by the Federal government to assist concerned agencies in improving their training programs for educational personnel and to provide opportunities for experienced vocational educators with high potential for leadership to spend full time in advanced study training or retraining for leadership positions in vocational and technical education. Graduates from the EPDA program are exemplary examples offering tangible evidence of a successful program at the University of Illinois.

Evaluation of the EPDA program was a systematic and continuous process of collecting and using information for program decision making, and an annual evaluation of the EPDA program was conducted by the EPDA Fellows, advisory council members and staff members of the Department of Vocational and Technical Education. Results of the general evaluation procedures indicate that the objectives of the program have been met successfully.

Educational and Professional Progress

While enduring only one "dropout," the EPDA program at the University of Illinois has enabled sixteen of its twenty participants to be placed in leadership positions. The remaining three participants have remained at the University under an extended grant to complete their doctorate. Table 2 displays the rise in employment status and the geographical distribution of the EPDA Fellows who have completed the program.

TABLE 2. EDUCATIONAL AND PROFESSIONAL PROGRESS OF EPDA FELLOWS

Name	Home State	Job Before EPDA	Degree Status	State Where Employed	Present Job
Ansolabehere	California	Teacher	Completed	California	Administrator
Bowling	Ohio	Teacher	Completed	Ohio	Assistant Professor
Burns	Michigan	Teacher	Incomplete	Hamilton Ontario	Educational Director
Galloway	Illinois	Teacher Supervisor	Completed	Oregon	Assistant Professor
Hagen	Pennsylvania	Community College Dean	Completed	Indiana	Assistant Professor
Harris	Vermont	Teacher	Completed	West Virginia	Assistant Professor
Huddleston	Illinois	Vocational Education Coordinator	Completed	Wisconsin	Vocational Education Coordinator
Jackson	Minnesota	Teacher	Completed	Minnesota	Assistant Professor
Lockwood	Illinois	Assistant Professor	Completed	Illinois	Assistant Professor
Lundell	Minnesota	Administrator	In process	Minnesota	Director of Cooperative Work Experience Programs
Lungstrum	Kansas	Administrator	In process	Colorado	Assistant Professor
Odbert	Michigan	Administrator	Completed	Michigan	Assistant Professor
Schira	Ohio	Nursing Coordinator	Completed	Kentucky	Assistant Professor
Schoenike	Wisconsin	Administrator	In process	Wisconsin	Administrator
Thompson	Illinois	Specialist in Engineering Technology	Completed	Illinois	Assistant Executive Sec., N. Cen. Assn. of Col & Sec. Schs.
Toney	Florida	Administrator	Completed	Pennsylvania	Assistant Professor

Evaluative Comments

Each EPDA Fellow was evaluated individually through subjects, seminars, workshops, field experiences, and written comprehensive examinations. A cumulative folder for continuous and final evaluation was kept on each participant. Twice during his or her program, each fellow was asked to respond to a list of questions which were designed to access his or her program toward the general objectives of the EPDA leadership programs. These questions, along with summary answers, are listed below:

1. Do you feel that participation in the EPDA program has provided you with a sense of direction for the changes needed in vocational and technical education?

   All fellows answered positively to this question. Some felt that they had been helped to identify resources that can be used in the implementation of change, and in identifying and defining problems. The fellows agreed that they gained an understanding of the issues facing vocational education especially in the area of career education.

2. Has the EPDA program provided you with sophistication about the world of work, government and public affairs, contemporary society and education and the ability to promote and implement effective and worthwhile change in vocational and technical education?

   While few fellows were ready to claim "sophistication," nearly all mentioned that the required interdisciplinary courses were profitable for promoting such sophistication.

3. Do you feel that the EPDA program has assisted you in developing the ability to organize and implement occupational education programs

to serve society and the manpower needs of society?

The concensus on this question was that the courses provided an excellent theoretical framework for organizing and implementing such programs, but the abilities were acquired through field experience.

4. As a participant in the EPDA program, have you developed the ability to develop effective programs for students with special needs, such as the socioeconomic disadvantaged and the handicapped?

   This is an area that was identified by the fellows as needing more emphasis. Only one person gave a positive answer to this question.

5. Has the EPDA program assisted you in developing the ability to provide leadership in vocational and technical education for self-renewal?

   Typical comments: "I have a better understanding of effective leadership behavior." "The EPDA program emphasized the need to keep on developing as a professional throughout life." "VOTEC 451, Personnel Development in Vocational and Technical Education, is an effective means to accomplish the above."

6. Has the EPDA program assisted you in developing the ability to implement effective programs of vocational guidance and counseling?

   One student reported the implementation of a guidance and counseling plan which she developed earlier as a class assignment. The majority of others were enthusiastic about what they had learned on this subject, but felt that they needed more work in the area.

7. Has the EPDA program assisted you in developing the ability to work effectively with persons outside of vocational and technical education in promoting relevant occupational education, such as with lay

citizens, members of state legislature, school board members, school administrators, teachers of academic subjects, members of labor unions, and executives and middle-management personnel of business and industry?

The fellows were somewhat polarized in their answers to this question. Those who gained some field experiences with the Rurban Educational Development Laboratory felt strongly confident of their abilities to do this. Others were not so confident.

8. As a result of participating in the EPDA program have you developed the ability to conduct the research necessary to implement effective occupational education and the ability to be an effective consumer of the research efforts of others?

   All comments on this item were in the affirmative.

9. Do you feel that the EPDA program has assisted you in developing the ability to educate for leadership roles in vocational and technical education?

   Most fellows felt that they could work effectively in a program of leadership development as a result of the EPDA experience.

10. Has the EPDA program assisted you in developing the ability to organize and implement effective in-service education for vocational and technical education personnel?

    Most fellows indicated that VOTEC 451, Personnel Development in Vocational and Technical Education, was effective in promoting their ability to organize in-service education programs. They felt that they had the theoretical knowledge necessary for implementation of of the programs.

11. Have you, as a result of participating in the EPDA program, developed the ability to evaluate progress and results of vocational and technical education programs?

    All fellows felt confident of their evaluation abilities. This resulted from their participation in the activities of the Center for Instructional Research in Education and from participation in the Illinois Three-Phase Systems for Statewide Evaluation of Occupational Education Programs.

12. Have you developed the ability to organize and implement effective vocational and technical education in community colleges, including the development of community college leaders?

    New ideas and theoretical knowledge was acquired by all fellows. Most felt that they could contribute effectively to the development of leaders, but were less confident of their abilities to plan programs.

Advisory Council

An advisory council was used to participate in the evaluation procedures and to provide for improving the quality and for maintaining the comprehensiveness of the program. Membership on this council included representatives from the teaching groups in vocational and technical education; those familiar with the administration of secondary and post-secondary programs; those having special knowledge and experience; and those with qualifications in special education including the needs of the handicapped and the disadvantaged.

Following is a list of the advisory council members;

Mr. John Garth, Director
Adult and Vocational Education
Urbana High School
Urbana, Illinois

Mr. Tom Hainline
Assistant to the Dean
Vocational & Technical Education
Danville Junior College

Ms. Margaret Blake
Board Member, ICEC

Mr. George Jefferson
Special Programs Unit
Division of Vocational
and Technical Education

Mr. Bob Dorch, Counselor
Lincoln Area Vocational Center

Mr. Lonnie Hart
Professional and Curriculum
Development Unit
Division of Vocational
and Technical Education

Mr. G. V. Blythe
Superintendent, Vandalia Schools

Dr. Mary Mather, Professor
Department of Vocational
and Technical Education
University of Illinois

Dr. Hollie Thomas
Assistant Professor
Department of Vocational
and Technical Education
University of Illinois

Dr. Robert Tomlinson, Professor
Department of Vocational
and Technical Education
University of Illinois

Dr. M. Ray Karnes, Professor
Department of Vocational
and Technical Education
University of Illinois

Dr. Robert Walker
Associate Professor
Department of Vocational
and Technical Education

Dr. Paul Hemp, Professor
Department of Vocational
and Technical Education
University of Illinois

Mr. Don Hagen, EPDA Fellow
Department of Vocational
and Technical Education
University of Illinois

Mr. William Lundell, EPDA Fellow
Department of Vocational
and Technical Education
University of Illinois

Mr. Bennie Byler
Administrative Assistant
Department of Vocational
and Technical Education
University of Illinois

The responsibilities of the council included, but were not necessarily limited to, the following:

1. Reviewing the program on a continuing basis with regard to its effectiveness in meeting the stated objectives.
2. Serving as part of the evaluation tem and advising the project director and the Department of its findings.
3. Making recommendations to improve the operation and outcomes of the program.

IV

PROGRAM PARTICIPANTS

Jean Maurice Ansolabehere

Donna M. Arlton

Marvin Edward Barth

Joseph A. Borgen

David Emory Bowling, Jr.

David E. Burns

Nickolas J. Edgar

Joel D. Galloway

Donald L. Hagan

Everett Wayne Harris

Kenneth H. Huddleston

Truman H. Jackson

Wayne Nelson Lockwood

William R. Lundell

Ruth Marie Lungstrum

John T. Odbert

Norma Jean Schira

Jerald W. Schoenike

Randall Thompson

John W. Toney

ANSOLABEHERE, JEAN MAURICE

California

Entry Date: September 1970 Termination Date: September, 1973

SPECIALIZATION

General Vocational and Technical Education

EMPLOYMENT BEFORE EPDA

Teacher of Industrial Arts, Sacramento City Schools, Sacramento, California

THESIS TITLE

A Study of Selected Characteristics of Teachers in Illinois Secondary Area Vocational Centers

SPECIAL INTERNSHIP ACTIVITIES AND FIELD EXPERIENCES

-Served as consultant for Rurban Educational Development Laboratory regarding the use of citizens advisory councils in education and the development of educational filmstrips and brochures

-Presented a research paper at the American Vocational Association Convention

-Served on the Statewide Evaluation Teams for evaluating the vocational programs of Springfield schools

-Worked in Bureau of Educational Research on a study of Vocational Teacher Supply and Demand

EMPLOYMENT AFTER EPDA

Vocational Administration, Sacramento City Schools, Sacramento, California

ARLTON, DONNA M.

South Dakota

Entry Date: February, 1973 Terminal Date: June, 1974

SPECIALIZATION

Health Occupations Education

EMPLOYMENT BEFORE EPDA

Assistant Professor of Nursing, Metropolitan State College, Denver, Colorado

THESIS TITLE

Critical Requirements of Secondary Level Health Occupations Teachers as Determined by the Critical Incident Technique

SPECIAL INTERNSHIP ACTIVITIES AND FIELD EXPERIENCES

-Prepared a survey instrument and conducted a survey for Champaign County Secondary Health Occupations Program Committee.

-Participated in "Career Day" activities at area high schools for the promotion of health occupations.

-Consulted with high school faculty regarding curriculum and course planning and student advisement.

-Served as consultant for REDL (Rurban Educational Development Laboratory) regarding the use of citizens advisory councils in education.

EMPLOYMENT AFTER EPDA

Desires position as an Administrator of a Health Occupations Program

BARTH, MARVIN EDWARD

Illinois

Entry Date: February, 1972 Termination Date: May, 1974

SPECIALIZATION

General Vocational and Technical Education

EMPLOYMENT BEFORE EPDA

Lecturer in Business Education, Southern Illinois University

THESIS TITLE

Attitudes of School Management Personnel in Illinois Towards Career Education

SPECIAL INTERNSHIP ACTIVITIES AND FIELD EXPERIENCES

-Worked with Dr. Eldon Johnson, Vice-President of University of Illinois, preparing correspondence, participating in University administrative conferences and meetings, and meeting with officials regarding institutional administration.

-Served on the Statewide Evaluation Team for evaluating the vocational program at Edwardsville, Illinois.

-Presented a joint report with the President of Illinois Life Underwriters Association regarding self-insurance verses risk-sharing. The report was presented at the Annual Statewide Consumer Education Conference.

-Served on a College of Education search committee for the selection of two staff members in Busines Education and Home Economics.

EMPLOYMENT AFTER EPDA

Desires position as Director of Vocational and Technical Education in a Junior College or University

BORGEN, JOSEPH A.

Illinois

Entry Date: February, 1973 Terminal Date: June, 1974

SPECIALIZATION

General Vocational and Technical Education

EMPLOYMENT BEFORE EPDA

Dean of Career Education, Joliet Junior College, Joliet, Illinois

THESIS TOPIC

In-service Staff Development of Local Vocational Teachers and Leaders

SPECIAL INTERNSHIP ACTIVITIES AND FIELD EXPERIENCES

-Conducted a program planning evaluation workshop for Minnesota State Department of Education staff.

-Prepare for publication certain manuscripts and materials which resulted from the Illinois Occupational Curriculum Project.

-Worked with the Illinois Department of Corrections in planning in-service activities for vocational teachers.

EMPLOYMENT AFTER EPDA

Desires position as an Administrator of Vocational and Technical Education at the post-secondary level.

BOWLING, DAVID EMORY, JR.

Ohio

Entry Date: February, 1971 Termination Date: August, 1973

SPECIALIZATION

General Vocational and Technical Education

EMPLOYMENT BEFORE EPDA

Industrial Arts Teacher, Athens City Schools, Athens, Ohio

THESIS TITLE

Impact of the Illinois Three-Phase Evaluation System

SPECIAL INTERNSHIP ACTIVITIES AND FIELD ACTIVITIES

-Worked on a state project for the evaluation of the high school vocational program evaluation procedures.

-Tutored EMH and other disadvantaged students in the industrial education program at the high school level.

-Served as consultant in curriculum development for a metals program at the high school level.

EMPLOYMENT AFTER EPDA

Assistant Professor, Industrial Arts Department, Miami University, Ohio

BURNS, DAVID E.

Michigan

Entry Date: June, 1970 Termination Date: June, 1973

SPECIALIZATION

General Vocational and Technical Education

EMPLOYMENT BEFORE EPDA

Agriculture Teacher, Almont Community Schools, Almont, Michigan

THESIS TITLE

The Relationship Between Pupils Perceptions of Program Availability in Vocational Education and Their Expressed Needs for Vocational Education in Two Small School Districts

SPECIAL INTERNSHIP ACTIVITIES AND FIELD EXPERIENCES

-Conducted in-service education programs and conferences for high school and junior college personnel.

-Worked in the State Division of Vocational and Technical Education evaluating local vocational plans which were submitted to the state.

-Shared in the conductions of a Student Teacher and Cooperating Teacher Workshop.

-Conducted a North Central Accreditation Workshop for Lincoln Trail College at Robinson, Illinois.

EMPLOYMENT AFTER EPDA

Director of Educational Development, Hamilton, Ontario

EDGAR, NICKOLAS J.

Ohio

Entry Date: June, 1970 Terminal Date: February, 1971

SPECIALIZATION

General Vocational and Technical Education

EMPLOYMENT BEFORE EPDA

Communications Instructor, Vocational High School, Milan, Ohio

Because of personal problems, Mr. Edgar withdrew from the program and returned to Milan, Ohio before entering the thesis phase of his studies.

GALLOWAY, JOEL D.

Illinois

Entry Date: September, 1970 Terminal Date: September, 1972

SPECIALIZATION

Industrial Education

EMPLOYMENT BEFORE EPDA

Teacher Supervisor and Associate Director, Electronic Technology Curriculum Development Project, Parkland College, Champaign, Illinois

THESIS TITLE

An Exploration of the Personal, Social, Educational, and Employment Characteristics of Male Inmates Entering the Illinois Penal System

SPECIAL INTERNSHIP ACTIVITIES AND FIELD EXPERIENCES

-Working under the direction of Dr. Rupert Evans, Mr. Galloway wrote a research report for project Talent and co-authored an article entitled, "Verbal Ability and Socioeconomic Status of 9th- and 12th-Grade College Preparatory, General, and Vocational Students." The article appeared in The Journal of Human Resources, Volum VIII, Number 1, Winter 1973.

-Conducted research at Joliet State Prison.

EMPLOYMENT AFTER EPDA

Assistant Professor, Industrial Education, Oregon State College, Corvallis, Oregon

HAGEN, DONALD L.

Pennsylvania

Entry Date: September, 1970 Terminal Date: February 1972

SPECIALIZATION

Industrial Education

EMPLOYMENT BEFORE EPDA

Dean, North Hampton Area Community College, Bethlehem, Pennsylvania

THESIS TITLE

Community College Faculty Perceptions of Academically Disadvantaged Students and Factors Related to the Perceptions Held

SPECIAL INTERNSHIP ACTIVITIES AND FIELD EXPERIENCES

-Worked on Joliet Junior College curriculum development project.

-Served as a consultant for the Rurban Educational Development Laboratory and assisted in teaching a junior college course on advisory councils.

-Worked on a pilot project to field test a semantic differential instrument.

EMPLOYMENT AFTER EPDA

Coordinator of Career Education, Indiana State College, Terre Haute, Indiana

HARRIS, EVERETT WAYNE

Vermont

Entry Date: September, 1970 Terminal Date: September, 1973

SPECIALIZATION

Agricultural Education

EMPLOYMENT BEFORE EPDA

Agricultural Occupations Instructor, Lamoile Union Area Vocational Center
Hyde Park, Vermont

THESIS TITLE

A Study of Selected Factors Associated with the Participation in Employment of Rural Low-Income Adults

SPECIAL INTERNSHIP ACTIVITIES AND FIELD EXPERIENCES

-Worked in Educational Placement Office processing credentials, vacancy notices, conferring with candidates.

-Developed a filmstrip related to the use of advisory councils in education for Rurban Educational Development Laboratory.

-Taught a section of VOTEC E459: Curriculum Development in Vocational and Technical Education Applied Biological Occupations.

EMPLOYMENT AFTER EPDA

Assistant Professor of Career Education, Marshall University,
Huntington, West Virginia

HUDDLESTON, KENNETH H.

Illinois

Entry Date: June, 1970 Terminal Date: September, 1972

SPECIALIZATION

Agribusiness Education

EMPLOYMENT BEFORE EPDA

Vocational Education Coordinator, Joint School District #1, West Bend, Wisconsin

THESIS TITLE

A Competency Pattern Approach to Development of Curricular Models for Secondary School Agricultural Occupations Programs

SPECIAL INTERNSHIP ACTIVITIES AND FIELD EXPERIENCES

-Worked with Market Communications, Woodstock, Illinois, in developing educational materials in agribusiness.

-Published an article on applying the principles of salesmanship to agribusiness situations.

-Shared in the development and implementation of a one-day statewide seminar for business education teachers on "teaching the disadvantaged."

EMPLOYMENT AFTER EPDA

Vocational Education Coordinator
Cooperative Educational Service Agency #13
Waupun, Wisconsin

JACKSON, TRUMAN H.

Minnesota

Entry Date: September, 1971 Terminal Date: September, 1973

SPECIALIZATION

General Vocational and Technical Education Administration

EMPLOYMENT BEFORE EPDA

Instructor in Business and Office Occupations, Bemidji Area Vocational School, Bemidji, Minnesota

THESIS TITLE

An Investigation of Selected Characteristics of Secondary Occupational Students in Selected Area Vocational Centers and Comprehensive High Schools

SPECIAL INTERNSHIP ACTIVITIES AND FIELD EXPERIENCES

-Developed a survey form and assisted in conducting a manpower need survey in the allied health occupations area.

-Served on a statewide evaluation team for evaluating the vocational programs in Rockford High School.

EMPLOYMENT AFTER EPDA

Assistant Professor, Business Education Department, University of Minnesota, Duluth, Minnesota

LOCKWOOD, WAYNE NELSON

Illinois

Entry Date: September, 1972 Terminal Date: September, 1973

SPECIALIZATION

Engineering Technology

EMPLOYMENT BEFORE EPDA

Assistant Professor of Industrial Technology
Illinois State University

THESIS TITLE

Using a Systems Approach in the Development of a Correspondence Course on the Topic of Leadership Development for Vocatoonal Educators

SPECIAL INTERNSHIP ACTIVITIES AND FIELD EXPERIENCES

-Worked under Dr. Rupert Evans on a correspondence study course for vocational education professional development. It was Mr. Lockwood's duty to develop, field test, and revise a correspondence course dealing with leadership development which could be utilized as a mode of providing in-service, continuing professional development for practicing vocational educators.

EMPLOYMENT AFTER EPDA

Assistant Professor of Industrial Technology
Illinois State University

LUNDELL, WILLIAM R.

Minnesota

Entry Date: September, 1970 Terminal Date: September, 1971

SPECIALIZATION

General Vocational and Technical Education
Administration

EMPLOYMENT BEFORE EPDA

Supervisor, Minneapolis Public Schools, Minneapolis, Minnesota

EMPLOYMENT AFTER EPDA

Director of Cooperative Work Experience Programs
Minneapolis Public Schools, Minneapolis, Minnesota

Mr. Lundell returned to Minneapolis after one year in the EPDA Leadership Development Program before he entered the thesis phase of his studies. He is completing his degree at the University of Minnesota while working full time.

LUNGSTRUM, RUTH MARIE

Kansas

Entry Date: June, 1970 Terminal Date: June, 1973

SPECIALIZATION

General Vocational and Technical Education
Administration

EMPLOYMENT BEFORE EPDA

Vocational Coordinator, Wichita Area Vocational Technical School, Wichita, Kansas

THESIS TITLE

Selected Factors Related to Occupational Preference of Students in Large Metropolitan High Schools

SPECIAL INTERNSHIP ACTIVITIES AND FIELD EXPERIENCES

-Wrote Colorado State Handbook for Cooperative Coordinators.

-Worked on a published programmed instructional unit in filing.

-Acted as consultant for curriculum development in audio and visual instructional materials for business education at the Wichita Public Schools.

-Taught a refresher course to secretaries of the Federal Aviation Administration at FAA Center, Oklahoma City and a shorthand refresher course for the Civil Service Commission for Federal secretaries in Dallas, Texas.

EMPLOYMENT AFTER EPDA

Assistant Professor of Business Education, University of Northern Colorado, Greeley, Colorado

ODBERT, JOHN T.

Michigan

Entry Date: September, 1970 Terminal Date: September, 1972

SPECIALIZATION

General Vocational and Technical Education
Administration

EMPLOYMENT BEFORE EPDA

Manager Training and Development, Lear Siegler, Inc., Grand Rapids, Michigan

THESIS TITLE

Student and Faculty Perceptions of Organizational Variables and Supportive Relationships Within Two Illinois Community Colleges

SPECIAL INTERNSHIP ACTIVITIES AND FIELD EXPERIENCES

-Served on statewide evaluation teams for the evaluation of the vocational programs at Pekin, Bushnell, Paxton, and Clifton, Illinois.

-Helped Parkland College establish a supervisor training program for hospitals.

EMPLOYMENT AFTER EPDA

Assistant Professor of Occupational Education, University of Michigan
Ann Arbor, Michigan

SCHIRA, NORMA JEAN

Ohio

Entry Date: September, 1970 Terminal Date: July, 1973

SPECIALIZATION

General Vocational and Technical Education

EMPLOYMENT BEFORE EPDA

Coordinator at Akron School of Practical Nursing, Akron, Ohio

THESIS TITLE

Professional Education Needs of Teachers in Health Occupations Education

SPECIAL INTERNSHIP ACTIVITIES AND FIELD EXPERIENCES

-Served as a consultant to Rurban Educational Development Laboratory on the development of a filmstrip regarding the use of advisory councils in health occupations education.

-Supervised student teachers and conducted Teaching Techniques Laboratory workshops.

EMPLOYMENT AFTER EPDA

Assistant Professor of Health Occupations Education, Western Kentucky University, Bowling Green, Kentucky

SCHOENIKE, JERALD W.

Wisconsin

Entry Date: September, 1970 Terminal Date: September, 1972

SPECIALIZATION

General Vocational and Technical Education Administration

EMPLOYMENT BEFORE EPDA

Vocational Coordinator, Sheboygan Public Schools, Sheboygan, Wisconsin

THESIS TITLE

Attitudes of Job Preparation Held by Students in Training and Employed Graduates

SPECIAL INTERNSHIP ACTIVITIES AND FIELD EXPERIENCES

-Developed a program of in-service workshops for teachers of disadvantaged students.

-Participated in conducting research on the evaluation of the state evaluation system.

EMPLOYMENT AFTER EPDA

Administrative Assistant to Superintendent, Sheboygan Public Schools, Sheboygan, Wisconsin

THOMPSON, RANDALL

Illinois

Entry Date: September, 1970 Terminal Date: September, 1972

SPECIALIZATION

Engineering Technology

EMPLOYMENT BEFORE EPDA

Specialist in Engineering Technology, University of Illinois

THESIS TITLE

Labor Market Characteristics of Illinois Community College Occupational Instructors

SPECIAL INTERNSHIP ACTIVITIES AND FIELD EXPERIENCES

-Wrote a 416-page report entitled, "Report of Electronics Technology Curriculum Development Project." Activities in Chapters 6, 7, 8, and 9 were performed during the EPDA internship.

-Worked on a research project with Rupert Evans entitled, "Factors Relating to the Supply and Demand of Vocational and Technical Leadership Personnel."

EMPLOYMENT AFTER EPDA

Assistant Executive Secretary, North Central Association of Colleges and Secondary Schools, Chicago

TONEY, JOHN W.

Florida

Entry Date: September, 1970 Terminal Date: September, 1972

SPECIALIZATION

General Vocational and Technical Education Administration

EMPLOYMENT BEFORE EPDA

Curriculum Specialist, Okaloosa Walta Junior College, Niceville, Florida

THESIS TITLE

Influence of Feedback from Student Evaluations of the Instructional Process on Teachers' Behavior

SPECIAL INTERNSHIP ACTIVITIES AND FIELD EXPERIENCES

-Mr. Toney resigned his EPDA fellowship to accept an internship with the Program Approval and Evaluation Unit of the Division of Vocational and Technical Education, Illinois State Department of Education. While holding this internship, Mr. Toney completed work on his degree.

EMPLOYMENT AFTER EPDA

Assistant Professor of Vocational and Technical Education
University of Pittsburgh, Pittsburgh, Pennsylvania